DOCUMENT RESUME

ED 315 596 CE 054 073

TITLE Design for Data Collection and Analysis for the New York City Adult Literacy Initiative. The Adult Literacy Information and Evaluation System (ALIES).
INSTITUTION Literacy Assistance Center, New York, NY.
SPONS AGENCY New York City Office of the Mayor, N.Y.; New York State Education Dept., Albany.
PUB DATE Sep 85
NOTE 45p.; For related documents, see CE 054 072-074 and CE 054 076.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accountability; Adult Basic Education; *Adult Literacy; Basic Skills; *Data Analysis; *Data Collection; Educational Administration; Functional Literacy; *Literacy Education; *Management Information Systems; Program Effectiveness; Program Implementation
IDENTIFIERS *Adult Literacy Information and Evaluation System; *New York (New York)

ABSTRACT

This document describes the data collection and analysis design used by the Adult Literacy Information and Evaluation System (ALIES), which is the management information system for New York City's citywide adult education program expansion effort begun in 1984. Chapter 1 describes the system's background. Chapter 2 explains five issues that affected its development, including the fact that literacy providers already had systems in place; the length of time necessary for preparing to collect data; the range of questions about New York City's literacy program needing answers; progress made in integrating the city and state reporting requirements; and the need for keeping student identities confidential. Chapter 3 addresses the system's conceptual framework, including its functions for tracking, monitoring, conducting research, evaluating, and conducting in-depth investigations. Chapter 4 describes the system's methodology by describing its component parts, including its data sets; forms, documents, and supplements; data collection and entry procedures; and reports that may be generated through the system. Chapter 5 describes the development of the system by displaying by year the input, processing, output, and summaries the system produced from 1984-85 through 1987-88. Appendix A contains sample forms used to enter data into the system and reports generated by the system. Appendix B contains a list of supplemental materials available about the ALIES design. (CML)

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ED315596

DESIGN FOR DATA COLLECTION AND ANALYSIS FOR THE NEW YORK CITY ADULT LITERACY INITIATIVE

THE ADULT LITERACY INFORMATION AND EVALUATION SYSTEM (ALIES)

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September, 1985

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INTRODUCTION

Background

Under a memorandum of understanding signed on March 30, 1984, the Mayor of the City of New York, the Governor and the Chairman of the Municipal Assistance Corporation (MAC) agreed to initiate several economic development projects for New York City. One initiative that was proposed in this memorandum involves the allocation of MAC monies for the expansion and improvement of basic literacy education (BE) and English for Speakers of Other Languages (ESOL) instruction for adults and older youth. The principal purpose of this adult literacy initiative is to provide the opportunity sought by thousands of adults and older youth to raise their reading and English language abilities to the point where they are eligible for training programs and employment in growing sectors of the economy. A secondary purpose is to improve the city's basic skills delivery system in order to reduce adult illiteracy in future years. Expenditures for this initiative are intended to extend the existing program capacity currently funded by the Adult Education Act (AEA) and administered by the New York State Education Department. Thus, the literacy expansion effort is operated as a collaborative effort between City and State officials; its formal label is the New York City MAC/AEA Adult Literacy Initiative.

Three programmatic areas are addressed in the MAC/AEA Adult Literacy Initiative. These are:

- Expansion of the available adult education instructional services provided by the Board of Education, CUNY colleges and not-for-profit, community-based organizations, and improvement of the instructional services available with an enriched per hour expenditure.

- Establishment of auxiliary literacy services within the three public library systems; and

- Strengthening of the infrastructure of the city's literacy providing capacity through an intensive staff development and technical assistance effort for literacy programs operated in adult education centers and in high schools.

The total expenditures from the city's MAC funds for these three areas are expected to total 35 million dollars over the four years of the

Initiative (1984 - 1987). The development of guidelines for the expenditure of the MAC monies and the monitoring of implementation in all three program areas is supervised by the Office of the Mayor.

To address the third program area of staff development and technical assistance, the Office of the Mayor has awarded a contract to Literacy Assistance Center, Inc., a non-profit technical assistance corporation. Under this MAC contract, the primary function of the Literacy Assistance Center (LAC) is to support the public and private institutions in the city that provide adult literacy services, including community-based organizations, colleges, public libraries and the New York City school system. The specific tasks outlined in the Literacy Assistance Center (LAC) contract are quite varied. One major responsibility involves the design and development of a management information system for the city-wide adult education expansion effort. Known as the Adult Literacy Information and Evaluation System (ALIES), this data base stands as the most comprehensive system in the field of adult literacy instruction.

Focus of the ALIES Design

The ALIES design presented in this document has a three-fold purpose, namely: (a) to describe the background factors that have influenced the development of ALIES; (b) to define the conceptual framework for the system; and (c) to outline the specific data collection plan and procedures for this city-wide data base. The design is one that can be implemented within the context of the New York City adult education system in both a timely and accurate manner. Moreover, the ALIES design is likely to have some utility for other adult literacy initiatives in the United States. The design is presented in the three sections which follow -- Process of System Development, Conceptual Framework, and Methodological Plan. In addition, supplemental materials are available through the Literacy Assistance Center (see Appendix B for a complete list).

PROCESS OF SYSTEM DEVELOPMENT

The 1984 - 1985 program year has provided an opportunity for the Literacy Assistance Center to assess the status of the adult education system in New York City. As it is presently constituted, this system includes the Literacy Providing Agencies (LPAs), namely the Board of Education (BOE), the City University of New York (CUNY), and the Community Development Agency (CDA). Each of these LPAs, in turn, operates various adult literacy instructional programs aimed toward improving the reading and/or

English language abilities of adults and older youth. The Board of Education and many of the individual programs received funding from the State Education Department (SED) prior to the initiation of the MAC/AEA program, while others are receiving dollars for instructional services for the first time.

The variable size of the Literacy Providing Agencies, their institutional resources and support, their experience in the field of literacy for adults, and the differences in their budgets for adult literacy services results in several disparities among these intermediate organizations and their individual instructional programs. To develop a city-wide management information system, then, LAC has had to work with these differences and design a system that would function equally well for all of the LPAs and their respective programs. In addition, LAC has had to coordinate its plan with the existing documentation system and data collection needs of the State Education Department. The resolution of these issues has been important to the development of the ALIES design. Therefore, each is discussed in some detail so that the management information system plan presented here can be understood and evaluated in view of the context of the New York City adult literacy system.

One important background factor is that each of the Literacy Providing Agencies has a system already in place to collect program-related data, and these systems are quite varied. For instance, the Board of Education has a data base for all of its literacy classes that is stored on its central mainframe computer. Through this computerized file of individual student data, the Board generates periodic reports on its literacy programs. In contrast, each of CUNY's eleven colleges that now operates a literacy program has its own manual system for data collection. While there is potential for unifying this system and utilizing CUNY's main computer system, no definitive decisions have been made about computerization of student data. A further contrast within the city-wide system is the community-based organizations (CBOs) that operate through funding from CDA. Each of these individual literacy programs has manual procedures in place to collect the data they need, but there is no uniformity among these organizations or between them and the Board or CUNY. Only a few CBOs have computers and they are all utilized for instructional purposes. These varied approaches to recordkeeping and disparate capabilities for computerization have to be considered in the city-wide plan for a management information system.

Another important awareness with regard to the ALIES design resulted from the first data collection effort that took place in the fall of 1984. All programs participating in the MAC initiative received training in the use of the Quarterly Report Form and were instructed to complete the form for the first reporting period, July through September 30, 1984. The

process was somewhat delayed, however, by late funding, programs' reactions to extensive data collection requirements, and the time it took to develop the report forms and procedures. Initial plans for the development of ALIES to be implemented in FY '85 included the collection of individual student data as well as program data. While all parties involved believed the collection of individual student data provides better information on programs and student progress, it became obvious early on that this would be difficult to do in the first fiscal year. The collection of individual student data was a problem because programs had already started and would need to redo their record keeping procedures as well as transfer information already collected. Questions of procedures, confidentiality, and uniformity would be difficult to resolve. It was decided, therefore, to work on developing a system of collecting individual student data for the next fiscal year. From this experience, LAC has learned that the initiation of a management information system requires a series of pilot tests with literacy programs, as well as a streamlining of the data collection process. Moreover, on-site technical assistance is needed by some literacy programs that have not maintained extensive student records in the past. These additional support activities should facilitate the timely and accurate completion of all data collection forms for the Adult Literacy Information and Evaluation System.

A third issue that relates to the ALIES design is that system actors are interested in a wide range of questions about the activities and outcomes of adult education programs. The Data Collection Policy Committee convened by LAC staff has identified over ten categories of questions they would like to have answered. These range from questions about time-on-task and student characteristics to questions about program effectiveness and patterns of student growth. In addition, the Office of the Mayor has generated questions about the degree and quality of program implementation and the relationship between program variables and program impact. Clearly, all of these questions cannot be answered by the ALIES data base. Rather, they require extensive research and the generation of data through other quantitative and qualitative methods. ALIES, therefore, needs to be viewed as one large element in the overall data system being developed for New York City adult literacy programs.

The fourth point to consider is the progress that the Literacy Assistance Center has made in integrating the city and state reporting and data collection requirements. Through an ongoing negotiation process, SED personnel have agreed to fold their reporting requirements together with the city-wide system. The development of one data base, with data elements that will meet the needs of the State and the City, and unified procedures will ease the data collection efforts undertaken by literacy programs. In addition, it will provide the MAC/AEA system with comparable city-wide data for use in program monitoring, evaluation and

research, and in-depth investigations. The continued movement toward an integrated system of data collection, therefore, will improve the final results of the ALIES system.

Finally, the fifth issue that relates to the ALIES design is the need for confidentiality of student identity. Some adults do not wish to have information about themselves kept by the literacy program in which they are participating. Some do not object to personal information being kept by the agency in which they are involved, but object to another agency collecting such information. The ALIES is being designed to protect the confidentiality of the program participants. No names need to be recorded for the student information to be part of the city's data base. An identification code is being used for each student, so that individual students cannot be identified by persons outside of the individual programs. No other identifying data elements, such as social security numbers, will be recorded. To provide additional security, each program has been assigned an identification code and access to the system itself is restricted through a procedure using passwords. Thus, problems of confidentiality are minimized.

As these points make clear, devising a management information system for the MAC/AEA Adult Literacy Initiative has involved many trial efforts and extensive development activities. It also has required the participation of many system actors over a period of several months. Through the assistance and cooperation of the Data Collection Policy Committee including representatives from the Office of the Mayor and the State Education Department, however, a plan has been devised which meets the needs of the adult literacy system in New York City. The details of the ALIES system are outlined in the following sections.

CONCEPTUAL FRAMEWORK

The management information system for the New York City Adult Literacy Initiative is a uniform, city-wide data base that contains both program-related and individual student data. The organizational framework for ALIES is based on the four functions or utilizations of this data base, namely tracking, monitoring, evaluation and research, and in-depth investigations. This framework was selected because it provides a comprehensive means of organizing the varied questions and concerns related to the city's literacy initiative. Furthermore, the framework provides a clear method of linking the data collection forms and activities to the system's output reports. Each of the four elements of the framework and related issues and questions are discussed in the paragraphs which follow.

Tracking

A primary objective of the ALIES is to provide information on the degree and quality of program implementation. In the case of adult literacy instructional programs, this involves information on the student population served and the specific operations and activities of literacy programs. These data are essential to an understanding of the descriptive characteristics of the adult education system in New York City. Moreover, they are crucial in an interpretation of program outcome results.

The questions associated with the tracking component of ALIES include:

1. How many students are enrolled in literacy programs?
2. What are the demographic characteristics of these students?
3. How many literacy programs operate in the city?
4. What specific instructional services do these programs offer to adults and older youth?
5. When do these programs offer their services and when do most students attend?
6. What other program services are provided?
7. How many contact and instructional hours do these programs provide?

Information gathered through ALIES will answer these questions and provide a better understanding of the degree and quality of implementation in adult literacy programs.

Monitoring

Another objective of the city-wide ALIES system is to assess the degree to which literacy programs are meeting the goals specified in their contracts. This requires information on the discrepancy between original program projections and actual program operations. Such information is critical to a determination of individual program compliance as well as an assessment of the overall status of the Adult Literacy Initiative.

The questions associated with the monitoring component of ALIES include:

1. What are the actual numbers of students served in these programs as compared to the original projections?

2. What are the actual numbers of contact and instructional hours provided by these programs as compared to the original projections?

3. What are the actual reading, math, and ESOL levels for students compared to those projected by the literacy programs?

Information related to these questions will be useful to program managers and decision-makers responsible for monitoring individual literacy programs as well as the system as a whole. Moreover, this data will be useful in planning technical assitance activities for LPAs and participating literacy programs.

Research and Evaluation

A third utilization of ALIES concerns the determination of program effectiveness in key areas of literacy operations. This assessment requires additional information on the practices of individual literacy programs as well as data on the gains made by individual program participants. This information is of great value to literacy programs that want to identify strengths as well as areas needing improvement. It also provides a means of demonstrating the overall effectiveness of the adult literacy system in New York City. Furthermore, it can provide a rich source of evidence for designing and planning technical assistance activities.

Some of the questions related to program/system research and evaluation are:

1. What recruiting strategies are effective?

2. How much time is actually spent "on task" in adult literacy programs? in different instructional areas?

3. What is the rate of gain in basic skills for different student populations, different programs, and different instructional models?

4. Do students retain or surpass their initial growth during a second year of participation?

5. What are the primary predictors of achievement for individual students?

The data generated in response to these and other research and evaluation questions will provide a means by which program staff and managers can examine their program impact and compare their results with literacy programs of both similar and different designs. The information also will be useful in comparing the New York City MAC/AEA system with other programs in New York State and other models throughout the nation. As the questions indicate, such comparisons are possible on both implementation and impact variables.

In-Depth Investigations

The final utilization element of the city-wide management information system involves in-depth investigations of the adult literacy instructional process and the effect of this instruction on individual participants and their families. Some of the information necessary for these research activities can be drawn from the ALIES data base; other data will need to be generated through separate research efforts. Regardless of the source, such information is critical to the long-range design of the New York City MAC/AEA system and of individual literacy programs. Moreover, it is important to our enhanced understanding of functionally illiterate adults and older youth.

The types of research questions that can be addressed either fully or partially through ALIES include:

1. What are the patterns of growth evident for participants in adult literacy programs?

2. Besides gains in reading achievement, what other changes do students experience after program participation?

3. What factors contribute to increased student retention? Are there predicting factors related to dropout status?

4. Why are some students more successful than others in acquiring literacy skills and/or obtaining and maintaining employment?

5. What instructional strategies contribute the most to individual student growth? overall program effectiveness?

A variety of investigatory questions can be raised and answered through the ALIES system alone and in combination with other supporting research efforts. This information will be useful in the future development and refinement of individual literacy programs as well as the overall MAC/AEA system.

METHODOLOGICAL PLAN

The structure, measures and specific procedures that constitute the ALIES system represent a logical pattern for developing and maintaining this city-wide data base. This system can best be explained through a description of its component parts, namely the data sets, the forms, the data collection and entry procedures, and the reports. In addition, the data elements that comprise the ALIES design provide a clear depiction of the system.

Data Sets

The data base directory for the ALIES system presently contains two data sets, one Individual Student data and the other Literacy Program data. Each set consists of a series of student files and records or program files and records. Each separate data element or item of information within a record is called a field.

Forms, Documents, and Supplements

The Literacy Assistance Center utilizes a number of data collection forms and procedures to obtain data from the city's literacy programs. The primary sources of data are four input forms for collecting both individual student data and program data, a turnaround document for verification and update of the data, and interim and final supplement forms. The specific instruments are described below; in addition, copies of the ALIES forms and document are provided in Appendix A.

Forms

- Individual Student Record Form which is filled out for each student when the student begins a program. This form collects basic student data such as birth date, sex, ethnicity, and entry achievement level.

- Enrollee Roster Form which is filled out for each program or class cycle and collects student placement information for each cycle.

- Program Projected Services Form which is filled out at the beginning of the funding period and collects information about the program contract, including the projected number of instructional hours, contact hours, and students for the fiscal year.

- Schedule of Services Form which is filled out and submitted within 15 days of the date services begin for each program cycle and collects information about schedules and instructional personnel.

Document

- Turnaround Document which is completed at the end of each cycle and/or at the interim and final reporting periods and is used to verify and update student data.

Supplements

- Interim Supplement which is completed at the midpoint of the fiscal year and is designed for programs to provide explanations of data, to summarize other program activities and accomplishments, and to raise concerns.

- Final Supplement which is completed at the end of the fiscal year and is designed for programs to provide a final explanation of data, to summarize other program activities, and to raise concerns.

Data Collection and Entry

As mentioned previously, each of the Literacy Providing Agencies has different systems and processes for collecting and entering program-related and student data. Therefore, each of the LPAs has separate needs in initiating this uniform data effort. With regard to the Board of Education, minor modifications need to be made on data elements and forms as well as data entry processes. The Board's literacy files will be processed by BOE staff. During the second year of system operation, the data collected from CUNY and CBO programs will be processed by the LAC. Also, the LAC will use pilot projects to test and refine the data collection forms and procedures.

In order to calculate city-wide statistics about literacy programs, the data on CUNY and CBO programs and the BOE data must be part of a larger file at some point in the data processing system. The processing, while separate for each of the systems, must be constructed so that city-wide data can be combined. The system is being created to provide consistent data making it possible to integrate the data from the three LPAs: BOE, CUNY, and CDA. The Literacy Assistance Center is working with the Fund for the City of New York using its computer center and resources to provide the needed integration and statistical analysis of the ALIES data.

Estimates of the volume of data involved in the first year of operation are:

- BOE: 40,000 student records (includes 20,000 GED records) with the average student record being approximately 500 characters long. Additionally, one program record exists with approximately 200 characters.

- CUNY: 7,000 student records (includes 3,500 GED records) with the average student record estimated to be 500 characters long. Additionally, eleven CUNY program records exist with an estimated average length of 200 characters.

- CBOs: 6,700 student records with the average student record being approximately 500 characters long. Additionally, 37 program records exist with an estimated average length of 200 characters.

System Reports

The ALIES system produces three types of hard copy output reports. These reports are:

- The Start-Up Report which describes the beginning implementation of classes and sites for each literacy program. Data generated in this report include the number of students attending each literacy program by instructional level, the number of contact and instructional hours, and the average daily attendance.

- The Interim Report which provides both quantitative and qualitative data about program operations during the first six months of the contract year. The report delineates differences between projected and actual numbers of students served, and projected and actual numbers of contact and instructional hours, and also provides data on the number of students with gains on the TABE and other impact measures.

- The Final Report which parallels the program information presented in the Interim Report. This report covers the entire fiscal year, and is used by staff in the city's literacy programs to prepare their final program reports for the State Education Department and the Office of the Mayor.

The processing of reports is accomplished by designing specific formats through the computer software.

These three output reports are generated on a yearly timetable. The reports provide information as follows:

Start-Up Report	Data as of September 30th
Interim Report	Data as of December 31st
Final Report	Data as of June 30th

In addition to these hard copy output reports, narrative summaries for the interim and final reports are provided to the city's literacy programs. Reports appropriate for use by each agency will be presented to the Office of the Mayor, the State Education Department, the LPAs and individual programs throughout the duration of the MAC/AEA Adult Literacy Initiative.

To complete the reporting system described above, a List of Program Services also is prepared by LAC staff. This list, the most frequently requested LAC document, is available in October and is updated in February. It provides information on each program, including program addresses, telephone numbers, contact persons, and types of services.

TIMELINE FOR SYSTEM DEVELOPMENT

The complexity of the ALIES system and the changes required of LPAs and literacy programs using this system necessitate that the ALIES components be developed and implemented over a period of time. In fact, full operation of ALIES is not expected until the 1987-88 program year. Many critical components of ALIES are already in place, however, and more are expected to be implemented during the second program year (1985-86). To ensure that the ALIES design can be fully implemented and used by all LPAs and programs in the New York City literacy initiative, pilot studies were conducted during the first year and will continue for each year of the development of the system to provide a test run of the various aspects of the system. Testing each component of ALIES on a small scale will enable refinement of the system prior to wide scale use. The system development phase will not be considered complete until the implementation of these pilots is undertaken and completed.

To clarify the design and implementation process, yearly timelines for system development are provided on the pages which follow. The timeline for the fourth year of the system will show what full operation of ALIES is expected to involve. Additionally, a calendar is provided for the fourth year of operation to depict the specific timelines for form completion and report preparation.

ADULT LITERACY INFORMATION AND EVALUATION SYSTEM

1984-85
Year 1

INPUT	PROCESSING	OUTPUT	SUMMARIES
Agencies using ALIES Input Forms None	Agencies involved in ALIES Data Process None	Agencies reflected in the Output Reports Aggregate: BOE; CBOs; CUNY ISD: None	Agencies reflected in Summary Reports BOE; CBOs; CUNY
Training on Current Forms		Hard Copy Output Reports (prepared and disseminated by LAC)	Summary Reports
1. Rollbook Form 2. Start-Up Report Form 3. Interim Report Form 4. Final Report Form 5. FY86 Application Form	Processing of Aggregate Data by LAC on LOTUS software	Processing by LAC 1. Start-Up Output Report 2. Interim Output Report 3. Final Output Report	1. Start-Up Report 2. Interim Report 3. Final Report 4. Program List
Programs in Pilot of Manual Recordkeeping System	Development of Software for Individual Student Data		

ADULT LITERACY INFORMATION AND EVALUATION SYSTEM

1985-86
Year 2

INPUT

Agencies using ALIES Input Forms
CBOs; CUNY

Training on Current Forms

1. Program Projected Services Form
2. Individual Student Record Form
3. Student Roster Form
4. Schedule of Services Form
5. Turnaround Document
6. Interim Report Form (Narrative)
7. Final Report Form (Narrative)
8. FY87 Application Form

Pilot of Programs in Computerized Recordkeeping System

Pilot of Library Programs in Development and Use of Own System

Refinement of BOE Input Forms to be compatible with ALIES Forms

PROCESSING

Agencies involved in ALIES Data Process
CBOs/CDA; CUNY

Processing of Aggregate Data by LAC

Pilot on Processing of Individual Student Data by the Fund for the City of New York (FCNY)

Refinement of BOE System to be in line with ALIES

Develop computer capacity of CDA system

Develop computer capacity of CUNY system

OUTPUT

Agencies reflected in the Output Reports
Aggregate: BOE; CBOs; CUNY
ISD: CBOs; CUNY(separate data)

Hard Copy Output Reports (prepared and disseminated by LAC)

Processing by LAC

1. Program Projected Services Report
2. Start-Up Output Report
3. Interim Output Report
4. Final Output Report

Pilot on Processing Individual Student Data

Processing by the FCNY (Pilot)

1. Final Output Report

SUMMARIES

Agencies reflected in Summary Reports
BOE; CBOs; CUNY

Summary Reports

1. Program Projected Services Report
2. Start-Up Report
3. Interim Report
4. Final Report
5. Program List

ADULT LITERACY INFORMATION AND EVALUATION SYSTEM

1986-87
Year 3

INPUT	PROCESSING	OUTPUT	SUMMARIES
Agencies using MIS Input Forms BOE; CBOs; CUNY	Agencies involved in MIS Data Process BOE; CBOs/CDA; CUNY	Agencies reflected in the Output Reports Aggregate: BOE; CBOs; CUNY ISD: CBOs; CUNY (separate and combined data)	Agencies reflected in Summary Reports BOE; CBOs; CUNY
Training on Current Forms 1. Program Projected Services 2. Individual Student Record Form 3. Student Roster Form 4. Schedule of Services Form 5. Turnaround Document 6. Interim Report Form (Narrative) 7. Final Report Form (Narrative) 8. FY88 Application Form	First year of full ALIES processing by LPAs Processing by CBOs & CDA onto disk Processing by CUNY onto disk or tape Processing by BOE onto tape	Hard Copy Output Reports (prepared and disseminated by LAC) Processing by LAC 1. Program Projected Services 2. Start-Up Output Report Processing by the FCNY 1. Interim Output Report 2. Final Output Report	Summary Reports 1. Program Projected Services Report 2. Start-Up Report 3. Interim Report 4. Final Report
Development of forms to expand system (Support Forms) Rollbook Recruitment Waiting lists Personnel Scheduling Fiscal	Pilot computer linkage Development of Agency Support Network		

ADULT LITERACY INFORMATION AND EVALUATION SYSTEM

1987-88
Year 4

INPUT	PROCESSING	OUTPUT	SUMMARIES
Agencies using ALIES Input Forms BOE; CBOs; CUNY	**Agencies involved in ALIES Data Process** BOE; CBOs/CDA; CUNY	**Agencies reflected in the Output Reports** Aggregate: BOE; CBOs; CUNY ISD: CBOs; CUNY(separate data)	**Agencies reflected in Summary Reports** BOE; CBOs; CUNY
Training on Current Forms		**Hard Copy Output Reports** (prepared and disseminated by LAC)	**Summary Reports**
1. Program Projected Services Form 2. Individual Student Record Form 3. Enrollee Roster Form 4. Schedule of Services Form 5. Turnaround Document 6. Interim Report Form (Narrative) 7. Final Report Form (Narrative) 8. FY89 Application Form	Processing by CDA onto disk Processing by CUNY onto disk or tape Processing by BOE onto tape	Processing by LAC 1. Program Projected Services 2. Start-Up Output Report Processing by Fund for the City of NY (FCNY) 1. Interim Output Report 2. Final Output Report	1. Program Projected Services Report 2. Start-Up Report 3. Interim Report 4. Final Report 5. Program List
On-Going Refinement & Development	**Development of software for additional program needs**		
	Technical assistance for data processing	**Tailored reports for special purposes**	**Tailored reports for special purposes**
	Support of Agency Network		

ADULT LITERACY INFORMATION AND EVALUATION SYSTEM

1987-88
Year 4

Forms

1. Program Projected Services Form (beginning of the fiscal year)
2. Individual Student Record Form (continuous throughout the year when students enter the program)
3. Enrollee Roster Form (every cycle; minimum two times a year)
4. Schedule of Services Form (within 15 days of the beginning of each program cycle)

Turnaround Document

5. Update/Verification Turnaround Document (every cycle; minimum two times a year)

Output Hard Copy Reports

6. Program Projected Services Report (Data as of the start of the fiscal year)
7. Start-Up Report (Data as of September 30th)
8. Interim Report (Data as of December 31st)
9. Final Report (Data as of June 30th)

Narrative Summaries

10. Interim
11. Final

Program List

12. List of Agencies and Contact Person

APPENDIX A

FORMS FOR THE ALIES SYSTEM

PROGRAM PROJECTED SERVICES FORM 5/85 Part I

1. Date (m/d/y) 2. Agency 3. Contact Person: Last Name, F.I. 4. Agency Address: Number and Street

City State Zip Code 5. Agency Phone 6. Services: Site Class Lab Tutor CAI

7. Students 8. Instructional Hrs. + 9. Ach. Tests of Enrolled Sts = 10. Total Instr/Testing Hrs.

11. Contact Hours + 12. Cont. Hrs. for Ach. Testng = 13. Total Contact/Testing Hrs.

14. Contract Amount(s)

Funding Source

Total : $

EPE (source) : $

MAC (source) : $

AEA (source) : $

15. Description of Program Personnel for Staff Development Purposes

	10+ Ex	10+ In	<9 Ex	<9 In	Total
Tchrs:					
Paras:					
Cnslrs:					
Mngrs:					
Tutors:					
Others:					

16. Type of Program	Level	Annual Slots	Annual Students	Instructional Hours	Contact Hours	Students with amt. of gain ≥1.0 or ≥20 points
I. Basic Education In English (BE)	0-4.9					
	5-8.9					
	9-12					
II. Basic Education In Native Language _____ (specify)	0-4.9					
	5-8.9					
	9-12					
III. Mathematics	0-4.9					
	5-8.9					
	9-12					
IV. English for Speakers of Other Languages (ESOL)	ESOL 1 ESOL 2					
	ESOL 3 ESOL 4					
TOTALS:						

SCHEDULE OF SERVICES (15 DAY INFORMATION) FORM

003-8/85-F

1. Page ___ of ___ pages

2. Date (m/d/y) ___/___/___

3. Agency ___

3a. CPD ___-___ 3b. CSD ___

---

4. C, L or S ___ 5. C, L or S Code ___ 6. F.S. ___

7. Type(s) 1 3 2 4

8. Level(s) 1 3 2 4

9. CAI (Y or N) ___

10. Head Instructor/Coordinator: Last ___ F.I. ___.

11. Instructional Personnel ___

12. Enrollees ___

13. Start Date (m/d/y) ___/___/___

14. End Date (m/d/y) ___/___/___

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: AP	: AP	: AP	: AP	: AP	: AP	: AP
Time Ends	: AP	: AP	: AP	: AP	: AP	: AP	: AP

If different from Agency:

16. Address: Number and Street ___ City ___ State ___ Zip Code ___

17. Telephone: (Area) Number (___) ___-___ 18. CPD: ___-___ 19. CSD: ___

---

4. C, L or S ___ 5. C, L or S Code ___ 6. F.S. ___

7. Type(s) 1 3 2 4

8. Level(s) 1 3 2 4

9. CAI (Y or N) ___

10. Head Instructor/Coordinator: Last ___ F.I. ___.

11. Instructional Personnel ___

12. Enrollees ___

13. Start Date (m/d/y) ___/___/___

14. End Date (m/d/y) ___/___/___

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: AP	: AP	: AP	: AP	: AP	: AP	: AP
Time Ends	: AP	: AP	: AP	: AP	: AP	: AP	: AP

If different from Agency:

16. Address: Number and Street ___ City ___ State ___ Zip Code ___

17. Telephone: (Area) Number (___) ___-___ 18. CPD: ___-___ 19. CSD: ___

---

4. C, L or S ___ 5. C, L or S Code ___ 6. F.S. ___

7. Type(s) 1 3 2 4

8. Level(s) 1 3 2 4

9. CAI (Y or N) ___

10. Head Instructor/Coordinator: Last ___ F.I. ___.

11. Instructional Personnel ___

12. Enrollees ___

13. Start Date (m/d/y) ___/___/___

14. End Date (m/d/y) ___/___/___

15. Schedule

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time Begins	: AP	: AP	: AP	: AP	: AP	: AP	: AP
Time Ends	: AP	: AP	: AP	: AP	: AP	: AP	: AP

If different from Agency:

16. Address: Number and Street ___ City ___ State ___ Zip Code ___

17. Telephone: (Area) Number (___) ___-___ 18. CPD: ___-___ 19. CSD: ___

* Items are required.

INDIVIDUAL STUDENT RECORD FORM

001-5/85-F

1. Name: Last | First | M.I.

2. STUDENT ID NUMBER*

3. Phone: (Area) Number

4. Address: Number and Street | Apt. | City | State | 5. ZIP CODE*

6. SEX* M F

7. DATE OF BIRTH* (m/d/y)

8. ETHNIC IDENTITY*
1 Amer Indian
2 Black
3 Asian
4 Hispanic
5 White (Other)

9. EMPLOYMENT STATUS*
1=EMPLOYED, FULL-TIME
2=EMPLOYED, PART-TIME
3=UNEMPLOYED (AVAILABLE, ≥ 52 WKS.)
4=UNEMPLOYED (AVAILABLE, < 52 WKS.)
5=UNEMPLOYED (UNAVAILABLE)

10. POPULATION CATEGORIES*
- RECEIVING PUBLIC ASSIST*
- INSTITUTIONALIZED*
- MIGRANT*
- IMMIGRANT*
- Refugee
- Education Program
- HANDICAPPED*
- Training Program
- Retired
- Single Parent
- Homemaker
- First Generation College

If handicapped ....
- mentally retarded
- hard of hearing
- deaf
- visually handicapped
- speech impaired
- alcohol and/or drug abuser
- emotionally disturbed
- orthopedically impaired
- other health
- special learning disabilities

11. DATE STUDENT BEGINS* (m/d/y)

12. HIGHEST GRADE COMPLETED*

13. Yrs. in U.S. Schools

14. FUNDING SOURCE(S)*
MAC/AEA
JTPA
VEA
REAP
WEP
ACE
EA
Other
Optional local code:

15. Referral Source
1 Another Student
2 Radio
3 TV
4 Social Svce. Agency
5 Education Program
6 Training Program
7 Friend or Relative
8 Other
Specify: _____

16. Annl. Fam. Income | Persons | Child.

17. Country of Origin | Code

18. State of Init. Settlement | Code | 19. Year

20. PRETEST INFORMATION*

	DATE (m/d/y)	CONTACT	TEST CODE Name-Lvl.-Form		SUBSCORES		TOTAL RAW SCORE	TOTAL GD. EQ (Optional)
Test 1.	/ /		- -					.
Test 2.	/ /		- -					.
Test 3.	/ /		- -					.
Test 4.	/ /		- -					.

AGENCY:

27

28

Name_____ Interviewer_____

Marital Status_____ Name of Spouse_____

In case of emergency contact:

Name_____ Relation_____

Phone_____

Children:

Names	Ages	Public School?
_____	_____	yes___ no___
_____	_____	yes___ no___
_____	_____	yes___ no___
_____	_____	yes___ no___

If handicap/disability/health problem Describe_____

Taking Medication? Yes_____ No_____ What kind?_____ Doctor_____

S.S.#_____ If public assistance, receipt IMC#_____ ID#_____

Registered Voter: yes____ no____ Veteran: yes___ no___ Addit'l Veteran Info._____

Employment

Profession_____

If employed:

Address_____

Phone_____

Hours_____

Goals

_____

_____

_____

_____

_____

_____

_____

Immigration

Date of U.S. entry_____

Secondary migration date_____

Alien Registration #_____

Refugee #_____

Resettlement Agency:_____

Address_____

Phone_____

Contact Info._____

Caseworker's Name_____

Phone_____

Language

Language spoken_____

Family language spoken_____

Can read own language: yes_____ no_____

Can write own language: yes_____ no_____

English:

Can read/write English: yes_____ no_____

Speaking ability: none___ little___ good___

Years previous instruc'n in U.S.A_____

Other information:

Testing Information: Taken GED? yes___ no___ Date_____ Score_____

Other Tests: Dates Administered Scores

_____ _____ _____

_____ _____ _____

_____ _____ _____

ENROLLEE ROSTER FORM

1. Page ___ of ___ pages

2. Date (m/d/y) ___/___/___

3. Agency ___

4. C, L or S ___

5. C, L or S Code ___

6. Head Instructor/Coordinator: Last ___ F.I. ___.

	Last Name	First Name	M.I.	Enrollee ID Number
1			.	
2			.	
3			.	
4			.	
5			.	
6			.	
7			.	
8			.	
9			.	
10			.	
11			.	
12			.	
13			.	
14			.	
15			.	
16			.	
17			.	
18			.	
19			.	
20			.	
21			.	
22			.	
23			.	
24			.	

Date Printed: October 18, 1985

Class: [redacted]
Teacher: [redacted]

TURNAROUND DOCUMENT
FORM A - Data Verification - FOR AGENCY: [redacted]

	LAST NAME	FI	ID#	BIRTH DTE	SEX	ETH GRP 1	EMP STAT 2	POPULATION CATEGORIES 3	FS 4	PRETEST DATE	PRETEST DESC	PRETEST SCORES 1	2	3	T	GE/ LVL
1.	[redacted]		ADOA051963	051963	(F)	(2)	(1)	(D)(K)( )( )( )	(M)	(060585) 1	(TR-E-3)	(	)(	)(	)(22)	(1.00)
										(060585) 2	(TM-E-3)	(	)(	)(	)(28)	(1.00)
2.	[redacted]		FREC010366	010366	(M)	(2)	(4)	(A)( )( )( )( )	(M)	(060585) 1	(TR-E-3)	(36)	(38)	)(	)(74)	(4.30)
										(060585) 2	(TM-E-3)	(45)	(22)	)(	)(67)	(2.70)
3.	[redacted]		JAMO011638	011638	(M)	(2)	(5)	(D)(K)( )( )( )	(M)	(060585) 1	(TR-E-3)	(36)	(36)	)(	)(74)	(4.30)
										(060585) 2	(TM-E-3)	(34)	(22)	)(	)(56)	(2.20)
4.	[redacted]		LAMM011041	011041	(F)	(2)	(1)	(D)(K)( )( )( )	(M)	(060585) 1	(TR-E-4)	(27)	(09)	)(	)(36)	(2.50)
										(060585) 2	(TM-E-3)	(38)	(18)	)(	)(56)	(2.20)
5.	[redacted]		VALM101246	101246	(F)	(2)	(4)	(D)( )( )( )( )	(M)	(060585) 1	(TR-E-4)	(31)	(09)	)(	)(40)	(2.70)
										(060585) 2	(TM-E-4)	(31)	(09)	)(	)(40)	(1.70)
6.	[redacted]		WOOW042231	042231	(M)	(2)	(1)	(C)(K)( )( )( )	(M)	(060585) 1	(TR-E-4)	(17)	(08)	)(	)(52)	(3.00)
										(060585) 2	(TM-E-4)	(35)	(15)	)(	)(50)	(2.40)

Note 1.
1 = American Indian
2 = Black
3 = Asian
4 = Hispanic
5 = White (Other)

Note 2.
1 = Employed Full-time
2 = Employed Part-time
3 = Unemployed (Available > 52 wks)
4 = Unemployed (Available < 52 wks)
5 = Unemployed (Unavailable)

Note 3.
A = Receiving Public Asst
B = Institutionalized
C = Migrant
D = Immigrant
E = Refugee
F = Education Program
G = Training Program
H = Retired
I = Single Parent
J = Homemaker
K = First Generation College
L = Handicapped

Note 4.
M = MAC/AEA
J = JTPA
R = REAP

Class: [redacted]
Teacher: [redacted]

DATE Printed: October 18, 1985

TURNAROUND DOCUMENT
FORM B - Testing Update - FOR AGENCY: [redacted]

	LAST NAME FI	ID#	BIRTH DATE	TEST DATE	CONTACT HOURS	TEST DESC	TEST SCORES 1	2	3	T	TEST DATE	CONTACT HOURS	TEST DESC	TEST SCORES 1	2	3	T
1.	[redacted]	ADOA051963	051963	/ /		- -					/ /		- -				
2.	[redacted]	FREC010366	010366	/ /		- -					/ /		- -				
3.	[redacted]	JAMO011638	011638	/ /		- -					/ /		- -				
4.	[redacted]	LAMM011041	011041	/ /		- -					/ /		- -				
5.	[redacted]	VALM101246	101246	/ /		- -					/ /		- -				
6.	[redacted]	WOOH042231	042231	/ /		- -					/ /		- -				

TEST CODES

TR = TABE Reading
TM = TABE Math
JO = JOHN Test
FR = FRED Test

CR = CTBS Espanol Reading
CM = CTBS Espanol Math
AB = ABLE

WR = Wide Range Reading
WM = Wide Range Math
DR = Degrees of Reading Power

Enter TEST CODE plus Level plus Form for TEST DESC
---------- ----- ----

Date Printed: October 18, 1985

Class: [redacted]
Teacher: [redacted]

TURNAROUND DOCUMENT

FORM C - Program Impact - FOR AGENCY: [redacted]

REPORTING PERIOD: FROM (/ /) TO (/ /)

INSTRUCTIONAL HRS: ( ) OUT OF CLASS CONTACT HOURS FOR TESTING: ( ) CUM. CONTACT HRS. < 12: ( )

OUT OF CLASS INSTRUCTIONAL HOURS FOR TESTING: ( )

	LAST NAME FI	ID#	BIRTH DATE	CONTACT HOURS	I PROGRAM IMPACT CODES	II SEPARATION DATE	II SEPARATION REASON
1.	[redacted]	ADOA051963	051963	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
2.	[redacted]	FREC010366	010366	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
3.	[redacted]	JAMO011638	011638	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
4.	[redacted]	LAMM011041	011041	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
5.	[redacted]	VALM101246	101246	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
6.	[redacted]	WOOW042231	042231	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )

I. PROGRAM IMPACT CODES

A = Imprvd Basic Skills
B = Imprvd Comp. in Govt & Law
C = Imprvd Comp. in Commty Resrcs
D = Imprvd Comp. in Consumer Econ
E = Imprvd Comp. in Parenting
F = Imprvd Comp. in Occuptl Knowlg
G = Imprvd Comp. in Health Care
H = Imprvd Other Competency
I = Obtained a H.S. Equiv. Diploma
J = Obtained Reg. Local H.S. Diploma
K = Completed ESOL 4 - into ABE/GED
L = Completed ABE - into GED
M = Into Postsecondary Instruction
N = Into Other Educ. or Training
O = Received U.S. Citizenship
P = Registered to Vote (or Voted)
Q = Obtained a Job
R = Obtained better Job or Upgrade
S = Removed from Public Assistence

II. SEPARATION CODES

A = Health Problems
B = Child Care Probs.
C = Transport. Probs.
D = Family Problems
E = Location of Class
F = Time Class Sched.
G = Lack of Interest
H = Changed Address or Left Area
I = Got a Job
J = Entered Training Program
K = Entered Another Educ. Program
L = Other Known Reasons (Specify)
M = Unknown Reasons

Signature _____ Date _____

Date Printed: October 22, 1985

Class: [redacted]
Teacher: [redacted]

TURNAROUND DOCUMENT

FORM A.1 - Update for Enrollees without Individual Student Record Forms - FOR AGENCY: [redacted]

	LAST NAME	FI	ID#	Student had fewer than 12 hours since 7/1/85 (No Individual Student Record Form required)	Student had 12 or more hours since 7/1/85 (Please attach Individual Student Record Form)
1.	[redacted]		BRIJ013134	( )	( )
2.	[redacted]		BRYM082864	( )	( )
3.	[redacted]		MA8M071342	( )	( )
4.	[redacted]		THOU120160	( )	( )

Class: [redacted]1

DATE Printed: October 22, 1985

Teacher: [redacted]

TURNAROUND DOCUMENT

FORM 8.1 Testing Update for students whose Individual Student Record Forms are attached - FOR AGENCY: [redacted]

	LAST NAME FI	ID#	BIRTH DATE	TEST DATE	CONTACT HOURS	TEST DESC	TEST SCORES 1	2	3	T	TEST DATE	CONTACT HOURS	TEST DESC	TEST SCORES 1	2	3	T
1.	[redacted].	BRIJ013134	/ /	/ /			-	-	-	-	/ /			-	-	-	-
2.	[redacted].	BRYM082864	/ /	/ /			-	-	-	-	/ /			-	-	-	-
3.	[redacted]	MABM071342	/ /	/ /			-	-	-	-	/ /			-	-	-	-
4.	[redacted].	THOU120160	/ /	/ /			-	-	-	-	/ /			-	-	-	-

TEST CODES

TR = TABE Reading
TM = TABE Math
JO = JOHN Test
FR = FRED Test

CR = CTBS Espanol Reading
CM = CTBS Espanol Math
AB = ABLE

WR = Wide Range Reading
WM = Wide Range Math
DR = Degrees of Reading Power

Enter TEST CODE plus Level plus Form for TEST DESC

Class: [redacted]
Teacher: [redacted]

Date Printed: October 22, 1985

TURNAROUND DOCUMENT

FORM C.1 - Program Impact for students with attached Individual Student Record Forms - FOR AGENCY: [redacted]

REPORTING PERIOD: FROM (/ /) TO (/ /)

INSTRUCTIONAL HRS: ( ) OUT OF CLASS CONTACT HOURS FOR TESTING: ( ) CUM. CONTACT HRS. < 12: ( )

OUT OF CLASS INSTRUCTIONAL HOURS FOR TESTING: ( )

	LAST NAME FI	ID#	BIRTH DATE	CONTACT HOURS	I PROGRAM IMPACT CODES	II SEPARATION DATE	II SEPARATION REASON
1.	[redacted]	BRIJ013134	(/ /)	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
2.	[redacted]	BRYM082864	(/ /)	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
3.	[redacted]	MABM071342	(/ /)	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )
4.	[redacted]	THOU120160	(/ /)	( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	(/ /)	( )

I. PROGRAM IMPACT CODES

A = Imprvd Basic Skills
B = Imprvd Comp. in Govt & Law
C = Imprvd Comp. in Commty Resrcs
D = Imprvd Comp. in Consumer Econ
E = Imprvd Comp. in Parenting
F = Imprvd Comp. in Occupt'l Knowlg
G = Imprvd Comp. in Health Care
H = Imprvd Other Competency
I = Obtained a H.S. Equiv. Diploma
J = Obtained Reg., Local H.S. Diploma
K = Completed ESOL 4 - into ABE/GED
L = Completed ABE - into GED
M = Into Postsecondary Instruction
N = Into Other Educ. or Training
O = Received U.S. Citizenship
P = Registered to Vote (or Voted)
Q = Obtained a Job
R = Obtained better Job or Upgrade
S = Removed from Public Assistance

II. SEPARATION CODES

A = Health Problems
B = Child Care Probs.
C = Transport. Probs.
D = Family Problems
E = Location of Class
F = Time Class Sched.
G = Lack of Interest
H = Changed Address or Left Area
I = Got a Job
J = Entered Training Program
K = Entered Another Educ. Program
L = Other Known Reasons (Specify)
M = Unknown Reasons

Signature: _____ Date: _____

APPENDIX B

SUPPLEMENTAL MATERIALS FOR THE ALIES DESIGN

SUPPLEMENTAL MATERIALS

In addition to the ALIES Design, Literacy Assistance Center has other materials that describe the Adult Literacy Information and Evaluation System. These materials include:

ALIES Manual of Forms and Instructions

ALIES Software User Manual

1984-85 Pilot Project Summary

1985-86 Pilot Project Plan

1984-85 Research Plan

1985-86 Research Plan

Data Elements in the 1985-86 ALIES System

These materials may be obtained by contacting the Literacy Assistance Center either through its mailing address or telephone number. Additional supplemental materials will be added periodically.